

Florida Department of Education



**Hardee Senior High School
School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Hardee Senior High School	District Name: Hardee
Principal: Dr. Michele E. Polk	Superintendent: David Durastanti
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Michele Polk	Mathematics Education 6-12, Elementary Education K-6, School Principal (All Levels)	3	12.5	Prior to her assignment to HHS, Dr. Polk served for 6 years as the principal of Wauchula Elementary School. During her tenure there the percentage of students meeting AYP benchmarks increased steadily over time for all subgroups in both math & reading. Particularly noteworthy were the growth trends for the at-risk subgroups of Hispanic, economically disadvantaged, & SWD. Student performance on FCAT has risen during her three years as principal at HHS – especially those students identified in the bottom quartile for reading and math. Additionally, there is marked improvement in the data for student attendance and discipline.
Assistant Principal	Todd Durden	Highest degree held: Masters Certification: Educational Leadership (all levels), Exceptional Student Ed. (K-12), Technology Ed. (6-12)	22	4	During the 2008-2009 school year, Mr. Durden began his assignment as Assistant Principal at HHS. Prior to that time Mr. Durden served as Dean of Students. In the position as Dean, his role with student achievement was primarily to reduce classroom & school disruptions to help create an environment conducive to learning. Student performance on FCAT has risen during his years as an assistant principal at HHS – especially those students identified in the bottom quartile for reading and math. Additionally, there is marked improvement in the data for student attendance and discipline.
Assistant Principal	Mary N. Farr	Highest degree held: Masters Certification: Educational Leadership (all levels), Elementary Ed. (1-6), Reading Endorsed, ESOL Endorsed	3	3	Prior to her assignment to HHS, Mrs. Farr served as the District AYP Facilitator for three years. Over the course of those years she assisted in the implementation of district benchmark testing & provided staff development to seven district schools- 4 of which were classified as SINI schools. In 2008-2009 three of those schools achieved AYP. Student performance on FCAT has risen during her three years as an assistant principal at HHS – especially those students identified in the bottom quartile for reading and math. Additionally, there is marked improvement in the data for student attendance and discipline.

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Martha Shiver	Highest degree held: Masters in Education- Reading L-12 Certification: Elem. Ed. (1-6), Reading Endorsed, ESOL Endorsed	9	5	Prior to her assignment as the literacy coach at HHS, Mrs. Shiver served as a reading remediation teacher for 10th, 11th, & 12th graders. Over the course of 6 years, she participated in the development of the HHS reading program & facilitated its growth. This past year Mrs. Shiver worked closely with teachers in the area of reading, both through modeling and professional development. Last year the % our students making learning gains on the FCAT Reading by 13 percentage points, while the % of bottom quartile students making learning gains increased by 29 points.
Science	Susan Barton	Highest degree held: Bachelors Certification: National Board Certification, Biology 6-12, Chemistry 6-12	13	3	Prior to her assignment as the science coach at HHS, Mrs. Barton served as a science teacher for 10th, 11th, & 12th graders. Over the years she has been an active participant in numerous science summer institutes – bringing back her knowledge to share with other staff members. Mrs. Barton worked closely with our science teachers last year through modeling and professional development. Last year the utilization of hands-on labs in science classrooms greatly increased.

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Math	Melody Klobuchar	Highest degree held: BS in Microbiology Certified: Biology 6-12, Mathematics 6-12, ESOL Endorsed	13	1	Prior to her assignment as the math coach at HHS, Mrs. Klobuchar served as a math and science teacher for 9th, 10 th , 11 th , & 12 th graders. She has served in the capacity of department leader and also as a member on the school's leadership team. This past year Mrs. Klobuchar worked closely with our math teachers using the coaching cycle. The % of 9 th grade students passing the Algebra I EOC exceeded the state average.
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Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Participation in the 2012 Florida Teach-In	Administration	June 2012
2. District's Connections Program for beginning teachers-The school's literacy coach, math coach, and science coach will collaborate with the district HQ Facilitator to identify & address individual needs of participants	Literacy Coach – Martha Shiver Science Coach – Susan Barton Math Coach – Melody Klobuchar	June 2013
3. Recruit & Train Advance Placement Teachers	Dr. Michele Polk	June 2013
4. Common planning time teachers within the same department or of like courses	Dr. Michele Polk	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
13% (11)	Provide support in becoming certified in their content area and/or ensure teachers enroll in district ESOL courses.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
77	6% (5)	22% (17)	18% (14)	53% (41)	42% (32)	95% (73)	13% (10)	4% (3)	90% (69)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melody Klobuchar – HHS Instructional Coach (Math)	Fernando Bernard	Mentor has many years of successful teaching experience and has served for one year in the capacity of a math instructional coach.	Monthly Best Practices meetings that address specific areas of needs; Ongoing collaboration throughout the year; Participation in district Connections Program

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Martha Shiver – HHS Instructional Coach (Literacy)	Nadine Singh	Mentor has over 30 years of successful teaching experience & 5 years as a literacy coach. She is Reading endorsed & a CAR-PD facilitator.	Monthly Best Practices meetings that address specifics areas of needs; Ongoing collaboration throughout the year; Participation in district Connections Program
Susan Barton – HHS Instructional Coach (Science)	Edward Lent	Mentor has many years of successful teaching experience and 3 years as an instructional coach. She also serves as a Thinking Maps facilitator.	Monthly Best Practices meetings that address specifics areas of needs; Ongoing collaboration throughout the year; Participation in district Connections Program
Martha Shiver – HHS Instructional Coach (Literacy)	Stacey Wood - English	Mentor has over 30 years of successful teaching experience & 5 years as a literacy coach. She is Reading endorsed & a CAR-PD facilitator.	Monthly Best Practices meetings that address specifics areas of needs; Ongoing collaboration throughout the year; Participation in district Connections Program
<p><u>HHS Mentors:</u></p> <ol style="list-style-type: none"> 1. Vickie Conerly 2. Filomena Atchley 3. Amy Rutledge 4. Glenda Lawrence 5. Meagan Albritton 6. Rob Beatty 7. Jim Revell 8. Heather Birch 9. Tess Durden 10. Kristine Dewey 11. Diane Bryan 12. David Valletutti 	<p><u>HHS Mentees:</u></p> <ol style="list-style-type: none"> 1. Jaime Batiste 2. Fernando Bernard 3. Carrie Sue Edenfield 4. Staci Harpe 5. Daphne Hays 6. Edward Lent 7. Jean Hendricks 8. Nadine Singh 9. Brett Wheeler 10. Linda Shayman 11. Megan Zahara 12. Stacey Wood 	<p>Each mentor is an experienced teacher that has taught at HHS and can provide knowledge and assistance in a variety of ways to those staff members new to the school.</p>	<p>Mentors will meet throughout the year with new staff mentees to address items that helps them acclimate to the school (e.g. AV equipment checkout, posting grades). A checklist has created that covers various issues throughout the year by both month & grading periods.</p>

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal: Todd Durden (Discipline) – The assistant principal for discipline provides expertise on issues relating to behavior incentives & interventions that support MTSS implementation.

Select General Education Teachers: John Sharp (Credit Recovery Teacher) and Suzanne Stagg (Career and Technical Education). These teachers serve on the school based MTSS Leadership team and provide information about core instruction, participate in the collection of data, and collaborate with department team members to implement appropriate interventions for Tier 2 and 3 students.

Exceptional Student Education Staffing Specialist: Nona Dasher (ESE Staffing Specialist) - Mrs. Dasher serves as the school based MTSS Coordinator and provides information about core instruction, participates in the collection of data, and collaborates with department team members to implement appropriate interventions for Tier 2 and 3 students; she attends Literacy Leadership Meetings as liaison between MTSS team and LLT team.

Guidance Counselors: Teresa White serves on the MTSS team and provides information about core instruction, participates in the collection of data, and collaborates with department team members to implement appropriate interventions for Tier 2 and 3 students.

District PBS Coach; Angela Spornraft will provide assistance in the development of a PBS program that will address the specific needs of the students at Hardee Senior High School

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Hardee Senior High is in the second year of implementation. The MTSS coordinator facilitates, in collaboration with the administration, the MTSS process, and works with instructional coaches in providing MTSS professional development for teachers and staff. The MTSS Leadership Team meets monthly (up to three hours per month) throughout the year to assess, develop, & maintain a problem-solving system that best meets the needs of our students, teachers, & school. Meetings involve analyzing student data, instructional practices, & intervention strategies for moderate and high risk students not meeting benchmark targets. Based on team discussions, professional development needs and resources are determined. The team also facilitates the process of building consensus among all stakeholders.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

During the 2012 months of June, July, and August, the MTSS Leadership Team assisted in setting SIP goals, identifying barriers to the school's ability to achieve those goals, and determining strategies to be used to overcome identified barriers. In addition, the MTSS Leadership Team assesses the school's progress of achieving the goals described within the SIP and make recommendations for revisions as needed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Hardee Senior High utilizes the district-wide data management system, Performance Matters, to store the various pieces of data used to make instructional decisions. The Progress Monitoring & Reporting Network (PMRN), is another valuable tool for monitoring student performance data.

Genesis, the district wide data management system, is used to summarize and analyze behavior and attendance data.

Progress Monitoring Tools: District Benchmark Assessments in reading, math, science and writing , and Florida assessments for Instruction in Reading (FAIR)

Baseline Data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessment

Midyear: Florida Assessments for Instruction in Reading (FAIR), District Benchmark Assessment

Describe the plan to train staff on MTSS.

Professional development is provided throughout the year during before-school sessions from 7:00 – 8:00 a.m. and/or after-school sessions from 3:45 – 4:45. The district's PBS Coach (Angela Spornraft) is also available for additional assistance in the development of PBS program appropriate for the needs of HHS students. With the implementation of common planning for the 2012-2013 school year, additional MTSS training can be adjusted to meet the varying needs of the instructional departments. Furthermore, the MTSS Leadership Team evaluates staff professional development needs throughout the year and adjusts accordingly.

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Describe the plan to support MTSS.

One initiative of the Literacy Leadership Team (LLT) is to continue supporting the school-wide implementation of MTSS. Within the realm of initiatives, increasing parent involvement with additional opportunities for parents to stay informed and become more involved in his/her child's education. The monitoring of our academically 'at risk' students, as well as attendance and discipline rates will continue to be addressed through various RtI/PBS incentives. Additionally, the MTSS team will report current RtI data to the LLT at its regularly scheduled meetings. This will allow both the MTSS and LLT teams to collaborate on ways to support the goals and initiatives of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT).

Principal: Michele Polk – The principal provides oversight for the implementation of school based initiatives, ensuring the use of data-based decision making. She assesses the skill levels of school staff to determine professional development that will support ongoing school improvement.

Select General Education Teachers: Vickie Conerly (Reading), Robert Beatty (Science), Brian Kennedy (Social Studies), David Valletutti (English/Writing), Lt. Col. Anthony Hingle (Career and Technical Education), and Filomena Atchley (Special Areas). These teachers serve on the LLT and provide information about core instruction, participate in the collection of data, and collaborate with department team members to implement school based initiatives.

Exceptional Student Education (ESE) Teachers: Nona Dasher (ESE Staffing Specialist/MTSS Coordinator), Tess Durden (ESE Consult/Resource) - These teachers serve on the LLT and provide information about core instruction, participate in the collection of data, and collaborate with department team members to implement school based initiatives.

Instructional Coaches Martha Shiver (Reading/Writing), Susan Barton (Science), and Melody Klobuchar (Math) – The coaches participate in the design and delivery of professional development and provide support for assessment and implementation monitoring; Assists in identifying students needs & analyzes existing literature on scientific based curriculum/behavior assessment & intervention approaches.

Assistant Principal: Mary Farr (Curriculum) – The assistant principal for curriculum provides expertise on issues ranging from program design to assessment & interventions to support school based initiatives.

Assistant Principal: Todd Durden (Discipline) – The assistant principal for discipline provides expertise on issues relating to behavior incentives & interventions that support school based initiatives.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) will meet monthly throughout the year to assess, develop, & maintain a problem-solving system that best meets the needs of our students, teachers, & school. Monthly meetings will involve analyzing student data and instructional practices for supporting ongoing school improvement through various initiatives. Based on team discussions, professional development needs and resources will be determined. The team will also facilitate the process of building consensus among all stakeholders.

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What will be the major initiatives of the LLT this year?

One initiative of the Literacy Leadership Team (LLT) is to continue supporting the school-wide implementation of MTSS. Within the realm of initiatives, increasing parent involvement with additional opportunities for parents to stay informed and become more involved in his/her child's education. The monitoring of our academically 'at risk' students, as well as attendance and discipline rates will continue to be addressed through various RtI/PBS incentives.

To support cross-content literacy instruction, the LLT will support/promote the implementation of a school-wide reading focus calendar and an emphasis on writing in response to reading across the content. Additionally, the school's three instructional coaches will monitor and support teachers in all content areas. Each coach has been assigned specific content areas upon which to focus their support in ensuring school-wide implementation of the reading focus calendar. Support for teachers will be provided through the implementation of the coaching cycle.

The LLT will continue its effort to promote school-wide evidence based instructional practices within the classroom through continued professional development. PD focus will include, but not be limited to, Webb's DOK and Kagan's collaborative structures.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers will participate in ongoing professional development activities through monthly workshops in order to increase knowledge and application of research-based reading strategies.

- Concept mapping
- Thinking maps
- Gradual Release Model
- SQ4R
- KWL
- Higher Order Questioning
- Effective Lesson Planning
- Webb's Depth of Knowledge
- Lesson Study
- Kagan Collaborative Structures
- Writing in Response to Reading
- Utilization of Rubrics within the Classroom

All teachers will participate in enhancing vocabulary by utilizing word walls, word mapping, column notes and context clues in all content areas.

To ensure the implementation of reading strategies, lesson plan documentation and administrative classroom walk through will be conducted.

The Literacy Coach will provide to all teachers relevant websites and other resources relating to reading strategies and effective instruction.

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**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers a variety of student elective courses in art, music, and career/technical education that provides support in preparation for the work force. Additionally, the school will be implementing the second phase of the STEM Academy for Animal Biotechnology in the 2012-2013 school year. This program is designed to provide students an opportunity to see the relationship between agriculture, science, and the employment opportunities available relating to these fields.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

For the 2012-2013 school year, guidance counselors will meet with each of their assigned students for a minimum of one time per year and as needed thereafter. During the course of this conference, counselors will address the following:

- Graduation requirements
- Course of studies
- College and/or vocation planning
 - Testing requirements
 - Prerequisites
 - Options available
- Scholarship opportunities (where applicable)
- Credit Recovery (where applicable)
- Variety of opportunities to participate in sports (both boys & girls)
- Alternative classrooms (Dual Enrollment, Virtual School, etc.)

Documentation of each student conference will be kept on file in the guidance department. The Assistant Principal for Curriculum will provide oversight of the Guidance Department and counselor documentation.

Additionally, counselors will conduct mini-inservices for students that address the various topics related to their specific grade level (i.e. AP –vs-DE, Applying to college, GPA requirements, graduation requirements, choosing a college).

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The school's Occupational Specialist will assist CTE teachers in ensuring students are informed of the various vocational and career programs available at Hardee Senior High School.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Hardee Senior High School provides an array of support initiatives with the purpose of successfully transitioning students into the postsecondary educational level. Some specific endeavors undertaken include the following:

- In collaboration with the local community college (SFSC), many programs have been introduced that support and foster the development of skills needed for students to succeed outside the high school setting. Such programs include:
 - BRIDGE (SFSC)
 - College Reach Out Program (CROP)
 - Panther Youth Partners
 - Hardee Senior High School Career Day
 - Dual Enrollment (DE) Program
- Vocational Rehab is an available resource for our students with disabilities and serves as a bridge between high school and SFSC.
- The school will continue its effort to develop vocational certification programs that will benefit participating students in pursuit of their career interests.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text.</p>	<p>1a.1. Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence. Teachers will implement a comprehension instructional model, i.e. CIS using informational text in the classroom. Teachers will analyze literary text for grade level appropriateness with a focus on more complex tasks including projects, writings and independent reading.</p>	<p>1a.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>1a.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>1a.1. FCAT</p>		
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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>According to the school grade report, the percentage of 9th grade students scoring Level 3 on the 2013 FCAT Reading will increase from 44 % to 46%</p> <p>According to the school grade report, the percentage of 10th grade students scoring Level 3 on the 2013 FCAT Reading will increase from 38% to 42%</p>							
	<p>9th Grade: 44% (160)</p> <p>10th Grade: 38% (136)</p>	<p>9th Grade: 46% (167)</p> <p>10th Grade: 42% (150)</p>					
		<p>1a.2. Consistent use of the school wide gradual release model in all classrooms.</p>	<p>1a.2. Teachers will participate in professional development, classroom observations, side-by-side coaching, along with instructional coaching cycles to reinforce a research based gradual release model for rigorous instruction.</p>	<p>1a.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>1a.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>1a.2. FCAT</p>	

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		1a.3. Intense differentiated instructional strategies and training need to address student learning styles, interests, and readiness to maintain student engagement and interest.	1a.3. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.	1a.3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1a.3. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	1a.3. FCAT	
		1a.4. Support for Literacy across the content area using rigorous and complex text to engage students with higher order questioning will be implemented.	1a.4. During common planning, teachers will create lessons using the Common Core Standards and NGSSS that will focus on complex text, scaffolding students to think and respond independently to higher order questioning and provide rubric based assessments/projects to engage students.	1a.4. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1a.4. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	1a.4. FCAT	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1b.1. Cross content reading instruction rarely includes explicit instruction in prefixes, suffixes, and roots to improve student word analysis</p>	<p>1b.1. Content area teachers provide direct, explicit instruction in vocabulary acquisition through prefixes, suffixes, and roots</p>	<p>1b.1. Principal Assistant Principal for Curriculum Reading Literacy Coach</p>	<p>1b.1. Classroom performance Brigance</p>	<p>1b.1. Florida Alternate Assessment</p>		
<p><u>Reading Goal #1B:</u> According to the 2013 Florida Alternate Assessment, the percentage of students scoring level 4, 5, & 6 will increase from 67% to 80%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67%</p>	<p>80%</p>					
		<p>1b.1. Cross content reading instruction rarely includes explicit instruction in prefixes, suffixes, and roots to improve student word analysis.</p>	<p>1b.1. Content area teachers provide direct, explicit instruction in vocabulary acquisition through prefixes, suffixes, and roots.</p>	<p>1b.1. Principal Assistant Principal for Curriculum Reading Literacy Coach</p>	<p>1b.1. Classroom performance Brigance</p>	<p>1b.1. Florida Alternate Assessment</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2a.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text.</p>	<p>2a.1. Teachers will analyze literary text quantitatively and qualitatively for grade level appropriateness with a focus on more complex tasks including projects, writings and independent reading using rubrics and/or interactive responders.</p>	<p>2a.1 Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>2a.1 Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>2a.1. FCAT</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>According to the school grade report, the percentage of 9th grade students scoring Level 4 and 5 on the 2012 FCAT Reading will increase from 22% to 24%.</p> <p>According to the school grade report, the percentage of 10th grade students scoring Level 4 and 5 on the 2012 FCAT Reading will increase from 16% to 18%.</p>							
	<p>9th Grade: 22% (80)</p> <p>10th Grade: 16% (57)</p>	<p>9th Grade: 24% (87)</p> <p>10th Grade: 18% (64)</p>					
		<p>2a.2. Consistent use of the school wide gradual release model in all classrooms.</p>	<p>2a.2. Teachers will participate in professional development, classroom observations, side-by-side coaching, and instructional coaching cycles to reinforce a research based gradual release model for rigorous instruction.</p>	<p>2a.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>2a.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>2a.2. FCAT</p>	

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		<p>2a.3</p> <p>Intense differentiated instructional strategies and training need to address student learning styles, interests, and readiness to maintain student engagement and interest.</p>	<p>2a.3</p> <p>Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p>	<p>2a.3</p> <p>Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>2a.3</p> <p>Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>2a.3</p> <p>FCAT</p>	
		<p>2a.4</p> <p>Support for Literacy across the content area using rigorous and complex text to engage students with higher order questioning will be implemented.</p>	<p>2a.4</p> <p>During common planning, teachers will create lessons using the Common Core Standards and NGSSS that will focus on complex text, scaffolding students to think and respond independently to higher order questioning and provide rubric based assessments to engage students. Departments will collaborate/participate in Lesson Studies to develop rigorous lessons and questioning strategies with complex text to better engage students in higher cognitive thinking and learning.</p>	<p>2a.4</p> <p>Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>2a.4</p> <p>Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>2a.4</p> <p>FCAT</p>	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2b.1. Differentiating instruction by addressing student learning styles, interest, and abilities is not being utilized to improve cognitive levels.</p>	<p>2b.1. Teachers will provide tiered learning activities and related tasks of varying complexity as alternative ways of mastering the same benchmark.</p>	<p>2b.1. Principal Asst. Principal for Curriculum Reading Literacy Coach</p>	<p>2b.1. Classroom performance Brigance</p>	<p>2b.1. Florida Alternate Assessment</p>		
<p>Reading Goal #2B: According to the 2013 Florida Alternate Assessment, the percentage of students scoring level 7 will increase from 33% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>33%</p>	<p>60%</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3a.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text.</p>	<p>3a.1 Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence. Reading teachers will continue implementation of the CIS model using informational text in the classroom. Teachers will analyze literary text for grade level appropriateness with a focus on more complex tasks including projects, writings and independent</p>	<p>3a.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>3a.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>3a.1 FCAT.</p>		
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		reading.					
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
According to the 2013 school grade report, the percentage of students making Learning Gains will increase from 61% to 67 %.							
	61% (360)	67%(405)					
		3a.2. Consistent and effective use of the school wide gradual release model is not evident.	3a.2. Teachers will participate in professional development, classroom observations, side-by-side coaching, and instructional coaching cycles to reinforce a research based gradual release model for rigorous instruction.	3a.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	3a.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	3a.2. FCAT	

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		<p>3a.3.</p> <p>Intense differentiated instructional strategies and training need to address student learning styles, interests, and readiness to maintain student engagement and interest.</p>	<p>3a.3.</p> <p>Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p> <p>Students falling within a range of FCAT scores will be placed in similar classrooms.</p>	<p>3a.3.</p> <p>Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>3a..3.</p> <p>Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>3a.3.</p> <p>FCAT</p>	
		<p>3a.4.</p> <p>Lack of time for students to gain on-track status with their cohort.</p> <p>At risk students need additional one on one reading instruction outside of the classroom.</p>	<p>3a.4</p> <p>Hardee High School will provide in-house credit recovery and afterschool programs, as well as Saturday School opportunities, for identified students. After-school reading tutor sessions to provide on-going support for classroom introduced concepts.</p>	<p>3a.4</p> <p>Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>3a.4</p> <p>Administration will ensure that after-school reading tutor sessions are regularly provided.</p>	<p>3a.4</p> <p>FCAT</p>	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4a.1. School wide, small group explicit instruction is not being utilized to meet all the exceptionalities of our students.	4a.1. Data will be used to determine student placement in small groups in order to address individual needs. Ongoing data discussions with individual students will help students to monitor and facilitate their own learning.	4a.1 Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	4a.1 Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	4a.1 FCAT		
<u>Reading Goal #4A:</u> According to the 2013 school grade report, the percentage of lowest 25% making learning gains will increase from 69% to 73%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	69% (102)	73% (110)					
		<p>4a.2.</p> <p>Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest.</p>	<p>4a.2.</p> <p>Students will be scheduled into classes that are composed of students falling within a similar range of scores on the FCAT.</p> <p>Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p>	<p>4a.2.</p> <p>Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>4a.2</p> <p>. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>4a.2.</p> <p>FCAT</p>	
		<p>4a.3</p> <p>Lack of time for students to gain on-track status with their cohort.</p>	<p>4a.3.</p> <p>Hardee High School will provide in-house credit recovery and afterschool programs, as well as Saturday School opportunities for identified students.</p>	<p>4a.3.</p> <p>Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>4a.3.</p> <p>Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>4a.3.</p> <p>FCAT</p>	

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 41%	Percentage Scoring Satisfactory 40%	Targeted AMO Percentage Scoring Satisfactory 51%	Targeted AMO Percentage Scoring Satisfactory 56%	Targeted AMO Percentage Scoring Satisfactory 61%	Targeted AMO Percentage Scoring Satisfactory 66%	Targeted AMO Percentage Scoring Satisfactory 71%

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<p><u>Reading Goal #5A:</u></p> <p>According to the school grade report, the percentage of students scoring satisfactory in reading will meet or exceed the targeted AMO for that year.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the ethnic groups.</p>	<p>5B.1. Students will be scheduled into classes that are composed of those falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p>	<p>5B.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>5B.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>5B.1. FCAT</p>		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
According to the school grade report, the percentage of students scoring satisfactory in reading will increase in the various subgroups.							
	White: 55% Black: 26% Hispanic: 31% Asian: 17% American Indian: N/A	White: 60% Black: 29% Hispanic: 34% Asian: 19% American Indian: N/A					
		5B.2. Data indicates that our ethnic groups are lacking in adequate vocabulary acquisition in order to understand complex text.	5B.2. Deep word analysis through prefixes, suffixes, synonyms, antonyms, and cloze structure will be intensified to meet the needs of our ethnic groups.	5B.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5B.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5B.2. FCAT	

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		5B.3. At risk students need additional one-on-one reading instruction outside the classroom.	5B.3. After-school reading programs will be utilized to continue the daily instructional support of students. Additional classroom reading materials that will include complex text will be provided.	5B.3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5B.3. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5B.3. FCAT	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the ELL group.</p>	<p>5C.1. Students will be scheduled into classes that are composed of those falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p>	<p>5C.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>5C.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>5C.1. FCAT</p>		
<p><u>Reading Goal #5C:</u> According to the school grade report, the percentage of ELL students scoring satisfactory in reading will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	13%	14%					
		5C.2 All ELL students need to be identified in order to evaluate student performance in this subgroup.	5C.2. Student performance and subgroup identification will take place before school begins.	5C.2 Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5C.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5C.2. FCAT	
		5C. 3. Lack of data analysis to inform and plan appropriate instruction.	5C. 3. Teachers will utilize the data to plan instruction to meet individual student needs.	5C. 3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5C. 3. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5C. 3. FCAT	

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		5C.4. At risk students need additional one-on-one reading instruction in the classroom as well as outside of the classroom.	5C.4. Small groups will be used to scaffold student instruction. After-school reading programs will be utilized to continue the daily instructional support of students.	5C.4. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5C.4. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5C.4. FCAT	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the SWD group.</p>	<p>5D.1. Students will be scheduled into classes that are composed of those falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p>	<p>5D.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>5D.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>5D.1. FCAT</p>		
<p><u>Reading Goal #5D:</u> According to the school grade report, the percentage of SWD students scoring satisfactory in reading will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	11%	12%					
		5D.2. Lack of data analysis to inform and plan appropriate instruction.	5D.2. Teachers will utilize the data to plan instruction to meet individual student needs.	5D.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5D.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5D.2. FCAT	
		5D.3. At risk students need additional one on one reading instruction in the classroom as well as outside of the classroom.	5D.3. Small groups will be used to scaffold student instruction. After-school reading programs will be utilized to continue the daily instructional support of students.	5D.3. Principal Assistant Principal for Curriculum District data Coach Reading Literacy Coach	5D.3. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5D.3. FCAT	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the ED group.</p>	<p>5E.1. Students will be scheduled into classes that are composed of students falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.</p>	<p>5E.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>5E.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>5E.1. FCAT</p>		
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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
According to the school grade report, the percentage of Economically Disadvantaged students scoring satisfactory in reading will increase							
	33%	36%					
		5E.2. ED students need to be identified in order to evaluate student performance in this subgroup.	5E.2. Student performance and subgroup identification will take place before school begins.	5E.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5E.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5E.2. FAIR	
		5E.3. Lack of data analysis to inform and plan appropriate instruction.	5E.3. Teachers will utilize the data to plan instruction to meet individual student needs.	5E.3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy	5E.3. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5E.3. FCAT	

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		5E.4. At risk students need additional one on one reading instruction in the classroom as well as outside of the classroom.	5E.4. Small groups will be used to scaffold student instruction. After-school reading programs will be utilized to continue the daily instructional support of students.	5E.4. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	5E.4. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	5E.4. FCAT	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Kagan Strategies	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches

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Differentiated Instruction for ESE and ESOL students	9-12/All Subjects	Dasher, Farr, Shiver	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
CPALMS training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	PLC discussions	Administrators
Monitoring Student Progress/Checks for Understanding	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Lesson Study	9-12/All Subjects	Klobuchar	Math department teachers	Ongoing throughout year	As scheduled	Administrators and Coaches
Coaching Cycle Implementation	9-12/All Subjects	Instructional Coaches	School-Wide	Ongoing throughout year	Follow up: PLC discussions, Coaching conferences Monitoring: Science Coach	Administrators and Coaches

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
USA Test Prep	Online program for remediation	SIG Grant	\$325
Subtotal: \$325			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Teacher stipend	SIG Grant	\$2,400
Subtotal: \$2,400			

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Other			
Strategy	Description of Resources	Funding Source	Amount
CATS After-school Reading Program	Teacher pay; supplies/resources; transportation	SIG Grant	\$10,850
Development of pacing guides & mini-assessments (FCIM)	Teacher stipends for planning	SIG Grant	\$2,100
Subtotal: \$12,950			
Total: \$15,675			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the ELL group.	1.1. Students will be scheduled into classes that are composed of those falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.	1.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	1.1. CELLA	
CELLA Goal #1: The percentage of students scoring at the proficiency level in listening/speaking on the 2013 CELLA will increase from 35% to 39%.	2012 Current Percent of Students Proficient in Listening/Speaking:					

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	35% (17)					
		1.2 All ELL students need to be identified in order to evaluate student performance in this subgroup.	1.2. Student performance and subgroup identification will take place before school begins.	1.2 Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	1.2. CELLA
		1. 3. Students need additional support in interaction with the spoken English language within the classroom.	1. 3. Teachers will utilize ELL strategies within the classroom – creating a safe learning environment. Teachers will incorporate Kagan strategies into classroom instruction so that ELL students are provided opportunities to interact with others using both their speaking and listening skills.	1. 3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1. 3. Informal classroom observations	1. 3. CELLA
		1.4. At risk students need additional one-on-one reading instruction in the classroom as well as outside of the classroom.	1.4. Small groups will be used to scaffold student instruction. After-school reading programs will be utilized to continue the daily instructional support of students.	1.4. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1.4. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	1.4. CELLA

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the ELL group.	2.1. Students will be scheduled into classes that are composed of those falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.	2.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	2.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	2.1. FCAT	
CELLA Goal #2: The percentage of students scoring at the proficiency level in reading on the 2013 CELLA will increase from 17% to 19%.	2012 Current Percent of Students Proficient in Reading:					
	17%					
		2.2 All ELL students need to be identified in order to evaluate student performance in this subgroup.	2.2. Student performance and subgroup identification will take place before school begins.	2.2 Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	2.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	2.2. FCAT

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		2. 3. Principal Assistant Principal for Curriculum District AYP Facilitator Reading Academic Intervention Coach	2. 3. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	2. 3. FCAT	2. 3. Lack of data analysis to inform and plan appropriate instruction.	2. 3. Teachers will utilize the data to plan instruction to meet individual student needs.
		2.4. At risk students need additional one-on-one reading instruction in the classroom as well as outside of the classroom.	2.4. Small groups will be used to scaffold student instruction. After-school reading programs will be utilized to continue the daily instructional support of students.	2.4. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	2.4. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	2.4. FCAT

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1. Differentiated instruction, addressing student learning styles, interests, and readiness is not being utilized to maintain student engagement and interest among the ELL group.	3.1. Students will be scheduled into classes that are composed of those falling within a similar range of scores on the FCAT. Teachers will be trained in providing students opportunities in tiered learning activities that will support and engage them in reading and writing tasks using complex text.	3.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	3.1. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data	3.1 FCAT	

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<p><u>CELLA Goal #3:</u> The percentage of students scoring at the proficiency level in writing on the 2013 CELLA will increase from 19% to 21%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>19%</p>					
		<p>3.2 All ELL students need to be identified in order to evaluate student performance in this subgroup.</p>	<p>3.2. Student performance and subgroup identification will take place before school begins.</p>	<p>3.2 Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>3.2. Pre/Post Test Classroom performance, Assessments, Mini-Assessments, FAIR data</p>	<p>3.2. FCAT</p>

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1.1. Current curriculum and/or instruction do not provide sufficient direct/explicit instruction on tested benchmarks.</p>	<p>1.1. Teachers will use cognitive complexity levels as identified on CPALMS, follow the gradual release instructional model, and incorporate collaborative structures</p>	<p>1.1. Principal Asst. Principal for Curriculum Math Coach</p>	<p>1.1. Classroom performance Brigance</p>	<p>1.1 Florida Alternate Assessment.</p>			

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<p>Mathematics Goal #1: According to the 2013 Florida Alternate Assessment, the percentage of students earning Level 4, 5, 6 will increase from 67% to 80%.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>67%</p>	<p>80%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2.1. Instruction does not provide sufficient high order thinking.</p>	<p>2.1. Teachers model higher order thinking skills using “think-alouds” to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, clarifying confusing points, and/or making/ revising predictions.</p>	<p>2.1. Principal Asst. Principal for Curriculum Math Coach</p>	<p>2.1. Classroom performance Brigance</p>	<p>2.1. Florida Alternate Assessment</p>		
<p><u>Mathematics Goal #2:</u> According to the 2013 Florida Alternate Assessment, the percentage of students earning Level 7 or above will increase from 0% to 60%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>60%</p>					

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		2.2. Students lack of engagement during instruction	2.2. Teachers make adjustments in instruction (e.g. pace, questioning, collaborative structures and use of manipulatives) for all students in the classroom based on student engagement throughout the lesson	2.2. Principal Asst. Principal for Curriculum Math Coach	2.2. Classroom performance Brigance	2.2. Florida Alternate Assessment	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1. Students are not successfully mastering the benchmark skills necessary to move to the next level of mathematics.	3.1 Teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	3.1. Principal Asst. Principal for Curriculum Math Coach	3.1. Classroom performance Brigance	3.1 Florida Alternate Assessment.		

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Mathematics Goal #3: According to the 2013 Florida Alternate Assessment, the percentage of students making learning gains will increase from 0% to 60%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	60%					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Teachers are not providing enough opportunity for students to participate in accountable talk to explain and justify their reasoning in problem solving, to construct viable arguments and critique the reasoning of others.</p>	<p>1.1. The coaching cycle will be used to support teachers in implementing the Common Core Standards for Mathematical Practices. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to think, discuss, and respond. Through common planning, teachers will collaborate in planning questions that will encourage students to discuss and practice verbal reasoning skills.</p>	<p>1.1. Administration Math Coach</p>	<p>1.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>1.1. Algebra I EOC</p>		
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		<p>Teachers will use “think-alouds” to verbalize their reasoning, creating mental pictures for students, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/ revising predictions.</p> <p>Mathematics Coach will model and co-teach strategies that engage students in accountable talk to think, write, discuss, and respond to higher level questioning.</p>					
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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring at achievement Level 3 on the 2013 Algebra I EOC will increase from 39% to 46 %.							
	39% (134)	46% (158)					
		1.2. Teachers are not providing enough opportunity for students to explain and justify their reasoning in written response using academic language.	1.2. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to explain and justify their reasoning in written response. Through common planning, teachers will collaborate to create lessons that provide students with short and extended writing opportunities to answer Higher Order Essential Questions related to the current benchmark. Teachers will participate in professional development on Rubrics. Formal assessments will include written response questions.	1.2. Administration Math Coach	1.2. PLC discussions Walk through data, Benchmark test results Lesson plans	1.2. Algebra I	

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		1.3. Instruction does not provide sufficient opportunity for students to read and make sense of complex content area text.	1.3. Teachers will be trained in CIS reading strategies. Mathematics Coach will provide on-going support to assist teachers in planning appropriate reading assignments related to the current benchmark. Formal assessments will include EOC–type word problems.	1.3. Administration Math Coach	1.3. PLC discussions Walk through data, Benchmark test results Lesson plans	1.3. Algebra I EOC	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Teachers are not providing enough opportunity for students to participate in accountable talk to explain and justify their reasoning in problem solving, to construct viable arguments and critique the reasoning of others.</p>	<p>2.1. The coaching cycle will be used to support teachers in implementing the Common Core Standards for Mathematical Practices. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to think, discuss, and respond. Through common planning, teachers will collaborate in planning questions that will encourage students to discuss and practice verbal reasoning skills.</p>	<p>2.1. Administration Math Coach</p>	<p>2.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>2.1. Algebra I EOC</p>		
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		<p>Teachers will use “think-alouds” to verbalize their reasoning, creating mental pictures for students, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/ revising predictions.</p> <p>Mathematics Coach will model and co-teach strategies that engage students in accountable talk to think, write, discuss, and respond to higher level questioning.</p>					
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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring at or above achievement Levels 4 and 5 on the 2013 Algebra I EOC will increase from 4% to 8%.							
	4% (14)	8% (28)					
		<p>2.2. Teachers are not providing enough opportunity for students to explain and justify their reasoning in written response using academic language.</p>	<p>2.2. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to explain and justify their reasoning in written response.</p> <p>Through common planning, teachers will collaborate to create lessons that provide students with short and extended writing opportunities to answer Higher Order Essential Questions related to the current benchmark.</p> <p>Teachers will participate in professional development on Rubrics.</p> <p>Formal assessments will include written response questions.</p>	<p>2.2. Administration Math Coach</p>	<p>2.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>2.2. Algebra I EOC</p>	

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		<p>2.3 Instruction does not provide sufficient opportunity for students to read and make sense of complex content area text.</p>	<p>2.3 Teachers will be trained in CIS reading strategies. Mathematics Coach will provide on-going support to assist teachers in planning appropriate reading assignments related to the current benchmark. Formal assessments will include EOC–type word problems.</p>	<p>2.3 Administration Math Coach</p>	<p>2.3 PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>2.3 Algebra I EOC</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 40%	Percentage Scoring Satisfactory 50%	Targeted AMO Percentage Scoring Satisfactory 50%	Targeted AMO Percentage Scoring Satisfactory 55%	Targeted AMO Percentage Scoring Satisfactory 60%	Targeted AMO Percentage Scoring Satisfactory 65%	Targeted AMO Percentage Scoring Satisfactory 70%
<u>Algebra 1 Goal #3A:</u> According to the school grade report, the percentage of students scoring satisfactory in Algebra 1 will meet or exceed the targeted AMO for that year.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. At risk students need additional one on one math instruction outside of the classroom.</p>	<p>3B.1. After-school math tutoring to provide on-going support for classroom introduced concepts.</p>	<p>3B.1. Administration Math Coach</p>	<p>3B.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3B.1. Algebra I EOC</p>		
<p><u>Algebra 1 Goal #3B:</u> According to the school grade report, the percentage of students scoring satisfactory in Algebra 1 will meet or exceed the targeted AMO goal in the various subgroups.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 58% Black: 32% Hispanic: 46% Asian: N/A American Indian: N/A</p>	<p>White: 60% Black: 34% Hispanic: ≥46% Asian: N/A American Indian: N/A</p>					

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		<p>3B.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3B.2. Teachers will be trained in CIS reading strategies.</p> <p>Teachers will incorporate reading strategies and vocabulary acquisition during instruction.</p> <p>Ongoing data discussions with individual students will help students to monitor and facilitate their own learning.</p> <p>Mathematics Coach will provide on-going support to assist teachers in planning lessons that incorporate reading strategies and vocabulary acquisition.</p> <p>Small groups will be used to scaffold student instruction.</p>	<p>3B.2. Administration Math Coach</p>	<p>3B.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3B.2. Algebra I EOC</p>	
		<p>3B.3. At risk students are not consistently engaged in the instruction.</p>	<p>3B.3. Ongoing professional development in Kagan Strategies.</p> <p>Peer observation with coaching cycle.</p>	<p>3B.3. Administration Math Coach</p>	<p>3B.3. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3B.3. Algebra I EOC</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> The AMO data for this subgroup is not reported.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. At risk students need additional one on one math instruction outside of the classroom.</p>	<p>3D.1. After-school math tutoring to provide on-going support for classroom introduced concepts</p>	<p>3D.1. Administration Math Coach</p>	<p>3D.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.1. Algebra I EOC</p>		
<p><u>Algebra 1 Goal #3D:</u> According to the school grade report, the percentage of SWD students scoring satisfactory in Algebra 1 will meet or exceed the targeted AMO goal.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>36%</p>	<p>≥33%</p>					

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		<p>3D.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3D.2. Teachers will be trained in CIS reading strategies. Teachers will incorporate reading strategies and vocabulary acquisition during instruction. Ongoing data discussions with individual students will help students to monitor and facilitate their own learning. Mathematics Coach will provide on-going support to assist teachers in planning lessons that incorporate reading strategies and vocabulary acquisition. Small groups will be used to scaffold student instruction.</p>	<p>3D.2. Administration Math Coach</p>	<p>3D.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.2. Algebra I EOC</p>	
		<p>3D.3. At risk students are not consistently engaged in the instruction</p>	<p>3D.3. Ongoing professional development in Kagan Strategies. Peer observation with coaching cycle.</p>	<p>3D.3. Administration Math Coach</p>	<p>3D.3. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.3. Algebra I EOC</p>	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</p>	<p>3E.1. At risk students need additional one on one math instruction outside of the classroom.</p>	<p>3E.1. After-school math tutoring to provide on-going support for classroom introduced concepts</p>	<p>3E.1. Administration Math Coach</p>	<p>3E.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3E.1. Algebra I EOC</p>		
<p><u>Algebra 1 Goal #3E:</u> According to the school grade report, the percentage of Economically Disadvantaged students scoring satisfactory in Algebra 1 will meet or exceed the targeted AMO goal</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>46%</p>	<p>50%</p>					

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		<p>3E.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3E.2 Teachers will be trained in CIS reading strategies. Teachers will incorporate reading strategies and vocabulary acquisition during instruction. Ongoing data discussions with individual students will help students to monitor and facilitate their own learning. Mathematics Coach will provide on-going support to assist teachers in planning lessons that incorporate reading strategies and vocabulary acquisition. Small groups will be used to scaffold student instruction.</p>	<p>3E.2. Administration Math Coach</p>	<p>3E.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3E.2. Algebra I EOC</p>	
		<p>3E.3 At risk students are not consistently engaged in the instruction</p>	<p>3E.3 Ongoing professional development in Kagan Strategies. Peer observation with coaching cycle.</p>	<p>3E.3 Administration Math Coach</p>	<p>3E.3 PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3E.3 Algebra I EOC</p>	

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Teachers are not providing enough opportunity for students to participate in accountable talk to explain and justify their reasoning in problem solving, to construct viable arguments and critique the reasoning of others.</p>	<p>1.1. The coaching cycle will be used to support teachers in implementing the Common Core Standards for Mathematical Practices. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to think, discuss, and respond. Through common planning, teachers will collaborate in planning questions that will encourage students to discuss and practice verbal reasoning skills.</p>	<p>1.1. Administration Math Coach</p>	<p>1.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>1.1. Geometry EOC</p>		
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		<p>Teachers will use “think-alouds” to verbalize their reasoning, creating mental pictures for students, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/ revising predictions.</p> <p>Mathematics Coach will model and co-teach strategies that engage students in accountable talk to think, write, discuss, and respond to higher level questioning.</p>					
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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring middle and high on the 2013 Geometry EOC Exam will increase from 59% to 64 %							
	59% (147)	64% (159)					

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		<p>1.2. Teachers are not providing enough opportunity for students to explain and justify their reasoning in written response using academic language.</p>	<p>1.2. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to explain and justify their reasoning in written response.</p> <p>Through common planning, teachers will collaborate to create lessons that provide students with short and extended writing opportunities to answer Higher Order Essential Questions related to the current benchmark.</p> <p>Teachers will participate in professional development on Rubrics.</p> <p>Formal assessments will include written response questions</p>	<p>1.2. Administration</p> <p>Math Coach</p>	<p>1.2. PLC discussions</p> <p>Walk through data,</p> <p>Benchmark test results</p> <p>Lesson plans</p>	<p>1.2. Geometry EOC</p>	
		<p>1.3. Instruction does not provide sufficient opportunity for students to read and make sense of complex content area text.</p>	<p>1.3. Teachers will be trained in CIS reading strategies.</p> <p>Mathematics Coach will provide on-going support to assist teachers in planning appropriate reading assignments related to the current benchmark.</p> <p>Formal assessments will EOC – type word problems.</p>	<p>1.3. Administration</p> <p>Math Coach</p>	<p>1.3. PLC discussions</p> <p>Walk through data,</p> <p>Benchmark test results</p> <p>Lesson plans</p>	<p>1.3. Geometry EOC</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Teachers are not providing enough opportunity for students to participate in accountable talk to explain and justify their reasoning in problem solving, to construct viable arguments and critique the reasoning of others.</p>	<p>2.1. The coaching cycle will be used to support teachers in implementing the Common Core Standards for Mathematical Practices. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to think, discuss, and respond. Through common planning, teachers will collaborate in planning questions that will encourage students to discuss and practice verbal reasoning skills.</p>	<p>2.1. Administration Math Coach</p>	<p>2.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>2.1. Geometry EOC</p>		
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		<p>Teachers will use “think-alouds” to verbalize their reasoning, creating mental pictures for students, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/ revising predictions.</p> <p>Mathematics Coach will model and co-teach strategies that engage students in accountable talk to think, write, discuss, and respond to higher level questioning.</p>					
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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring high on the 2013 Geometry EOC Exam will increase from 24% to 32%							
	24% (60)	32% (79)					

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		<p>2.2. Teachers are not providing enough opportunity for students to explain and justify their reasoning in written response using academic language.</p>	<p>2.2. Mathematics Coach will provide on-going support to assist teachers in planning for higher order questioning that includes opportunities for students to explain and justify their reasoning in written response.</p> <p>Through common planning, teachers will collaborate to create lessons that provide students with short and extended writing opportunities to answer Higher Order Essential Questions related to the current benchmark.</p> <p>Teachers will participate in professional development on Rubrics.</p> <p>Formal assessments will include written response questions</p>	<p>2.2. Administration</p> <p>Math Coach</p>	<p>2.2. PLC discussions</p> <p>Walk through data,</p> <p>Benchmark test results</p> <p>Lesson plans</p>	<p>2.2. Geometry EOC</p>	
		<p>2.3 Instruction does not provide sufficient opportunity for students to read and make sense of complex content area text.</p>	<p>2.3 Teachers will be trained in CIS reading strategies.</p> <p>Mathematics Coach will provide on-going support to assist teachers in planning appropriate reading assignments related to the current benchmark.</p> <p>Formal assessments will EOC – type word problems.</p>	<p>2.3 Administration</p> <p>Math Coach</p>	<p>2.3 PLC discussions</p> <p>Walk through data,</p> <p>Benchmark test results</p> <p>Lesson plans</p>	<p>2.3 Geometry EOC</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> * AMO data has not been released yet.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. At risk students need additional one on one math instruction outside of the classroom.</p>	<p>3B.1. After-school math tutoring to provide on-going support for classroom introduced concepts</p>	<p>3B.1. Administration Math Coach</p>	<p>3B.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3B.1. Geometry EOC</p>		
<p><u>Geometry Goal #3B:</u> NOTE: AMO Data has not been released yet.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					

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		<p>3B.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3B.2. Teachers will be trained in CIS reading strategies. Teachers will incorporate reading strategies and vocabulary acquisition during instruction. Ongoing data discussions with individual students will help students to monitor and facilitate their own learning. Mathematics Coach will provide on-going support to assist teachers in planning lessons that incorporate reading strategies and vocabulary acquisition. Small groups will be used to scaffold student instruction.</p>	<p>3B.2. Administration Math Coach</p>	<p>3B.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3B.2. Geometry EOC</p>	
		<p>3B.3. At risk students are not consistently engaged in the instruction</p>	<p>3B.3. Ongoing professional development in Kagan Strategies. Peer observation with coaching cycle.</p>	<p>3B.3. Administration Math Coach</p>	<p>3B.3. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3B.3. Geometry EOC</p>	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>School does not have an identified ELL subgroup for AMO Data.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. At risk students need additional one on one math instruction outside of the classroom	3D.1. After-school math tutoring to provide on-going support for classroom introduced concepts	3D.1. Administration Math Coach	3D.1. PLC discussions Walk through data, Benchmark test results Lesson plans	3D.1. Geometry EOC		

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>NOTE: AMO Data has not been released yet.</p>							
		<p>3D.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3D.2. Teachers will be trained in CIS reading strategies. Teachers will incorporate reading strategies and vocabulary acquisition during instruction. Ongoing data discussions with individual students will help students to monitor and facilitate their own learning. Mathematics Coach will provide on-going support to assist teachers in planning lessons that incorporate reading strategies and vocabulary acquisition. Small groups will be used to scaffold student instruction.</p>	<p>3D.2. Administration Math Coach</p>	<p>3D.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.2. Geometry EOC</p>	

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		3D.3. At risk students are not consistently engaged in the instruction	3D.3. Ongoing professional development in Kagan Strategies. Peer observation with coaching cycle.	3D.3. Administration Math Coach	3D.3. PLC discussions Walk through data, Benchmark test results Lesson plans	3D.3. Geometry EOC	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. At risk students need additional one-on-one math instruction outside of the classroom	3E.1. After-school math tutoring to provide on-going support for classroom introduced concepts	3E.1. Administration Math Coach	3E.1. PLC discussions Walk through data, Benchmark test results Lesson plans	3E.1. Geometry EOC		
Geometry Goal #3E: NOTE: AMO Data has not been released yet.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		<p>3E.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3E.2 Teachers will be trained in CIS reading strategies. Teachers will incorporate reading strategies and vocabulary acquisition during instruction. Ongoing data discussions with individual students will help students to monitor and facilitate their own learning. Mathematics Coach will provide on-going support to assist teachers in planning lessons that incorporate reading strategies and vocabulary acquisition. Small groups will be used to scaffold student instruction.</p>	<p>3E.2. Administration Math Coach</p>	<p>3E.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3E.2. Geometry EOC</p>	
		<p>3E.3 At risk students are not consistently engaged in the instruction</p>	<p>3E.3 Ongoing professional development in Kagan Strategies. Peer observation with coaching cycle.</p>	<p>3E.3 Administration Math Coach</p>	<p>3E.3 PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3E.3 Geometry EOC</p>	

End of Geometry EOC Goals

Mathematics Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Kagan Strategies	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Differentiated Instruction for ESE and ESOL students	9-12/All Subjects	Dasher, Farr, Shiver	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
CPALMS training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	PLC discussions	Administrators
Monitoring Student Progress/Checks for Understanding	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Lesson Study	9-12/All Subjects	Klobuchar	Math department teachers	Ongoing throughout year	As scheduled	Administrators and Coaches
Coaching Cycle Implementation	9-12/All Subjects	Instructional Coaches	School-Wide	Ongoing throughout year	Follow up: PLC discussions, Coaching conferences Monitoring: Science Coach	Administrators and Coaches

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Teacher stipend	SIG Grant	\$2,400
Subtotal: \$2,400			
Other			
Strategy	Description of Resources	Funding Source	Amount
CATS After-school Math Program	Teacher pay; supplies/resources; transportation	SIG Grant	\$10,850
Development of pacing guides & mini-assessments (FCIM)	Teacher stipends for planning	SIG Grant	\$2,100
Subtotal: \$12,950			
Total: \$15,350			

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1. Teachers do not conduct inquiry based labs on a regular basis.	1.1. Develop labs with the assistance of the Science Coach.	1.1. Principal Asst. Principal for Curriculum Science Coach.	1.1. Classroom performance Brigance	1.1. Florida Alternate Assessment		
Science Goal #1: The percentage of students taking Florida Alternate Assessment scoring levels 4, 5, & 6 will increase from 16% to 33%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	16%	33%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. Teachers do not incorporate high order questioning strategies regularly.	2.1. Incorporate higher order questions and discussion in FCIM	2.1. Principal Asst. Principal for Curriculum Science Coach	2.1. Classroom performance Brigance	2.1. Florida Alternate Assessment.		
<u>Science Goal #2:</u> The percentage of students taking Florida Alternate Assessment scoring Level 7 will increase from 0% to 16%	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	0%	16%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Teachers do not consistently require students to use literacy strategies to support arguments by comparing and contrasting findings, citing textual evidence, or drawing conclusions using a variety of sources.</p>	<p>1.1. Peer observation with coaching cycle, Participate in professional development opportunities, Lesson Study</p>	<p>1.1. Administrators and Coaches (walkthrough observations)</p>	<p>1.1. Mini-assessment data, Benchmark Test results, Lesson Plans</p>	<p>1.1. 2013 Biology EOC Data</p>		
<p><u>Biology Goal #1:</u> The percentage of students receiving a passing score on the 2013 Biology EOC Exam will be 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>2012 Data not reported by achievement levels</p>	<p>30% Passing Rate (105)</p>					

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		1.2. Student working in teams did not consistently use effective collaborative structures with accountable talk.	1.2. Professional development on Kagan Strategies, Peer observation with coaching cycle	1.2. Administrators and Coaches (walkthrough observations)	1.2. Mini-assessment data, Benchmark Test results, PLC discussions	1.2. 2013 Biology EOC Data	
		1.3. Teachers do not consistently require students to respond in writing over short and extended time frames in response to higher order questions.	1.3. Interactive science notebook, Professional development on the use of rubrics	1.3. Administrators and Coaches (walkthrough observations)	1.3. Mini-assessment data, Benchmark Test results, PLC discussions using student work samples/models	1.3. 2013 Biology EOC Data	
		1.4 Students are not performing at the content literacy level necessary to be proficient in biology.	1.4 Professional development in common core literacy strategies NGCARPD Training	1.4 Administrators and Coaches (walkthrough observations)	1.4 Mini-assessment data, Benchmark Test results, PLC discussions	1.4 2013 Biology EOC Data 2013 FCAT Reading data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Teachers do not consistently conduct activities that require students to analyze relationships between concepts in text and experimental results to formulate conclusions.	2.1. Development of labs and science demonstrations in PLC, Before/After School Science Fair Mentoring	2.1. Administrators and Coaches (walkthrough observations), Science Fair Coordinator	2.1. Analyze benchmark and mini-assessment data PLC Discussions	2.1. 2013 Biology EOC Data Increased number of participants in the science fair		
Biology Goal #2: The percentage of students receiving a passing score on the Biology EOC will be 30%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012 Data not reported by achievement levels	30% Passing Rate (105)					

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		2.2. Teachers do not consistently require students to use literacy strategies to support arguments by comparing and contrasting findings, citing textual evidence, or drawing conclusions using a variety of sources.	2.2. Peer observation with coaching cycle, Participate in professional development opportunities, Lesson Study	2.2. Administrators and Coaches (walkthrough observations)	2.2. Mini-assessment data, Benchmark Test results, Lesson Plans	2.2. 2013 Biology EOC Data	
		2.3. Student working in teams did not consistently use effective collaborative structures with accountable talk.	2.3. Professional development on Kagan Strategies, Peer observation with coaching cycle	2.3. Administrators and Coaches (walkthrough observations)	2.3. Mini-assessment data, Benchmark Test results, PLC discussions	2.3. 2013 Biology EOC Data	

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		2.4. Teachers do not consistently require students to respond in writing over short and extended time frames in response to higher order questions.	2.4. Interactive science notebook, Professional development on the use of rubrics	2.4. Administrators and Coaches (walkthrough observations)	2.4. Mini-assessment data, Benchmark Test results, PLC discussions using student work samples/models	2.4. 2013 Biology EOC Data	
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End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Labs and Demonstrations	9-12 Science	Beatty/Barton	Science Department teachers	8/23/12, Weekly PLC	Walk-through observations; PLC discussions, Lesson plans	Administrators and Coaches
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Kagan Strategies	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Differentiated Instruction for ESE and ESOL students	9-12/All Subjects	Dasher, Farr, Shiver	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
CPALMS training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	PLC discussions	Administrators
Monitoring Student Progress/Checks for Understanding	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Lesson Study	9-12/All Subjects	Klobuchar	Math department teachers	Ongoing throughout year	As scheduled	Administrators and Coaches

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Coaching Cycle Implementation	9-12/All Subjects	Instructional Coaches	School-Wide	Ongoing throughout year	Follow up: PLC discussions, Coaching conferences Monitoring: Science Coach	Administrators and Coaches
Continued Promethean Training	9-12/All Subjects	Beatty	Science Department teachers	Ongoing throughout year	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Teacher stipend	SIG Grant	\$2,400
Subtotal: \$2,400			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Inquiry based learning through labs and demonstrations	Various lab materials	General school funds; Outside donations	\$1,500
Development of pacing guides & mini-assessments (FCIM)	Teacher stipends for planning	SIG Grant	\$2,100
Subtotal: \$3,600			
Total: \$6,000			

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. The implementation of the gradual release model (which includes explicit instruction, modeled instruction, guided practice, and independent practice) is not being consistently applied in writing instruction.</p>	<p>1A.1. Professional development & modeling through PLC & common lesson planning</p>	<p>1A.1. Administrators and Instructional Coaches</p>	<p>1A.1. Analyze benchmark and FCIM Data (mini-assessments). PLC Discussions, Lesson Plans</p>	<p>1A.1. Benchmark Writing Data, 2013 FCAT Data</p>		
<p><u>Writing Goal #1A:</u> Based upon the 2013 AMO Report, the percentage of 10th graders scoring 3.0 or higher on FCAT Writes will increase to a minimum of 75%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>71% (239)</p>	<p>≥75% (252)</p>					

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		1A.2. Insufficient incorporation of writing in response to reading within the content area	1A.2. Professional development through PLC & common lesson planning Implementation of the CIS model & NG CAR-PD Strategies	1A.2. Administration, Department Chair Instructional Coaches	1A.2. Analyze benchmark and FCIM Data (mini-assessments), content area student response writing, PLC Discussions, Lesson Plans	1A.2. Benchmark Writing Data, 2013 FCAT Data	
		1A.3. Insufficient, specific feedback regarding students' writing for driving instruction within the classroom.	1A.3. Professional development through PLC that focuses on utilizing Write Score results in planning effective writing instruction; CAR-PD Training; Utilization of the DOE released anchor papers to aid students in their understanding of the rubric scoring	1A.3. Administration, Department Chair Instructional Coaches	1A.3. Analysis of student writing, Analyze benchmark and FCIM Data (mini-assessments). PLC Discussions, Lesson Plans	1A.3. Benchmark Writing Data, 2013 FCAT Data	
		1A.4. Insufficient understanding of the State's rubric realignment and test procedures	1A.4. Professional development through PLC that focuses on utilizing grammar mini-lessons and rubric analysis in planning effective writing instruction	1A.4. Administrators, Department Chair, and Instructional Coaches	1A.4. Analysis of student writing, Analyze benchmark and FCIM Data (mini-assessments). PLC Discussions, Lesson Plans	1A.4. Benchmark Writing Data, 2013 FCAT Data	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
	Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
	Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Kagan Strategies	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches	

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Differentiated Instruction for ESE and ESOL students	9-12/All Subjects	Dasher, Farr, Shiver	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Monitoring Student Progress/Checks for Understanding	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Lesson Study	9-12/All Subjects	Klobuchar	Math department teachers	Ongoing throughout year	As scheduled	Administrators and Coaches
Coaching Cycle Implementation	9-12/All Subjects	Instructional Coaches	School-Wide	Ongoing throughout year	Follow up: PLC discussions, Coaching conferences Monitoring: Science Coach	Administrators and Coaches

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write Score Training	Writing assessments & teacher training	SIG Grant	\$15,000
Subtotal: \$15,000			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Development of pacing guides & mini-assessments (FCIM)	Teacher stipends for planning	SIG Grant	\$2,100
Subtotal:\$ 2,100			
Total: \$ 17,100			

End of Writing Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text within the content areas.</p>	<p>1.1. Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence.</p> <p>Teachers will implement a comprehension instructional model, i.e. CIS using informational text in the classroom.</p> <p>Teachers will utilize Cornell note taking within the classroom to assist students in comprehending informational texts.</p>	<p>1.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>1.1. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments</p>	<p>1.1. U.S. History EOC</p>		
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U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring in the upper third of the 2013 U.S. History EOC will meet or exceed the state average.							
	<i>N/A</i>	<i>N/A</i>					
		1.2. Consistent use of the school wide gradual release model in all classrooms.	1.2. Teachers will participate in professional development, classroom observations, side-by-side coaching, along with instructional coaching cycles to reinforce a research based gradual release model for rigorous instruction.	1.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1.2. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	1.2. U.S. History EOC	

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		1.3. Students have difficulty assimilating information gathered from a variety of resources within the content area and transferring it into a written response.	1.3. Teachers will utilize the instructional methods of journal response writing and/or writing in response to reading in order to support students in comprehending informational texts.	1.3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	1.3. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments Students' Written Responses	1.3 U.S. History EOC.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text within the content areas.</p>	<p>2.1. Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence.</p> <p>Teachers will implement a comprehension instructional model, i.e. CIS using informational text in the classroom.</p> <p>Teachers will utilize Cornell note taking within the classroom to assist students in comprehending informational texts.</p>	<p>2.1. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach</p>	<p>2.1. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments</p>	<p>2.1. U.S. History EOC</p>		
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U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring in the upper third of the 2013 U.S. History EOC will meet or exceed the state average.							
	N/A	N/A					
		2.2. Consistent use of the school wide gradual release model in all classrooms.	2.2. Teachers will participate in professional development, classroom observations, side-by-side coaching, along with instructional coaching cycles to reinforce a research based gradual release model for rigorous instruction.	2.2. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	2.2. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	2.2. U.S. History EOC	
		2.3. Students have difficulty assimilating information gathered from a variety of resources within the content area and transferring it into a written response.	2.3. Teachers will utilize the instructional methods of journal response writing and/or writing in response to reading in order to support students in comprehending informational texts.	2.3. Principal Assistant Principal for Curriculum District Data Coach Reading Literacy Coach	2.3. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments Students' Written Responses	2.3. U.S. History EOC.	

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Kagan Strategies	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Differentiated Instruction for ESE and ESOL students	9-12/All Subjects	Dasher, Farr, Shiver	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Monitoring Student Progress/Checks for Understanding	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Lesson Study	9-12/All Subjects	Klobuchar	Math department teachers	Ongoing throughout year	As scheduled	Administrators and Coaches

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U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Adoption of Social Studies Textbooks	Various student textbooks & teacher resources	School textbook budget	\$110,000
Subtotal: \$110,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$110,000			

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. Students do not appear to understand the impact attendance/absenteeism has on their academic performance and ability to graduate on time.</p>	<p>1.1. More parental contact regarding attendance: parent phone calls, letters home, & parent conferences</p> <p>Staff contact with students to emphasize importance of attendance and to inform them of their status</p> <p>Handbook review of current school policies related to this area</p> <p>Inform students of Saturday School opportunities: announcement, attendance table during lunches, posters advertising upcoming dates</p> <p>Credit recovery</p>	<p>1.1. Administration</p> <p>RtI Team</p> <p>Guidance Counselors</p> <p>Attendance Office</p>	<p>1.1. Available Reports</p> <p>Monitor available data</p> <p>Bi-weekly monitoring of student attendance with more accurate data</p>	<p>1.1. Genesis Reports</p> <p>Student access to attendance reports</p> <p>Attendance Rate</p>		
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		opportunities as a means of getting students back on track					
<u>Attendance Goal #1:</u> By 2013, the average daily attendance will increase from 89% to 91%. By June 2013, excessive absences and tardies will decrease by 5% (1280)	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	89% (1213)	91% (1280)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	435	400					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Data not available at this time.</i>	<i>Data not available at this time.</i>					

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		1.2. Current data system does not allow for efficient and timely monitoring of students with excessive absenteeism and/or tardies.	1.2. Students & parents will receive consistent and efficient monitoring of attendance by accrual of missed course time RtI Team will monitor the list of students who have excessive absentees	1.2. Deputy Superintendent – Woody Caligan RtI Team Administration	1.2. Modified system for monitoring student absences	1.2. Up to date and relevant student attendance data	
		1.3. Lack of student engagement within the classroom setting	1.3. School-wide implementation of Kagan, gradual release model, NGCAR-PD, & rigorous/relevant lessons and activities (Webb’s DOK) through the intensive coaching cycle	1.3. Administrators Instructional Coaches	1.3. Administrators will conduct targeted walkthroughs to monitor that instructional practices are encouraging student engagement.	1.3. Various attendance reports	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Staff needs to be more consistent in the utilization of the PBS incentives	1.1. Additional training regarding the use of PBS incentives for students	1.1. Administration	1.1. Monitor ODR's monthly	1.1. Calculate the number of ODR's resulting in ACE or ISS		
Suspension Goal #1: By 2013, the total number of ISS/ACE assignments will decrease by 9% By July 2013, the total number of students receiving OSS will decrease by 9%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	1593	1434					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	488	450					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	202	190					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	106	90					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Many students lack a positive adult role model	1.1. Assign 9 th grade mentor for tier 2 and 3 students.	1.1. Assistant Principal – Todd Durden RtI Team	1.1. Monthly data analysis of Early Warning System data	1.1. Grade/Credit Check for on track graduation Attendance records Grades/Credit History RtI Meeting Notes/ Agendas		
<u>Dropout Prevention Goal #1:</u> <i>*Data is unavailable at this time.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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		1.2. Incoming 9 th graders lack of understanding of credit system and GPA calculations.	1.2. Present information in 9 th grade orientation and through counselor mini-trainings in the classroom Small group instruction with teachers during handbook review.	1.2. Administration Guidance Counselors RtI Team	1.2. Monthly data analysis of Early Warning System data	1.2. Grade/Credit Check for on track graduation Attendance records Grades/Credit History RtI Meeting Notes/Agendas	
		1.3. Students require more access to credit recovery	1.3. Students who are off track for graduation due to being behind in credits will be enrolled in credit recovery class.	1.3. Administration Credit Recovery Teacher Guidance Counselors	1.3. Check Credit history/grades of students enrolled in credit recovery	1.3. Grade/Credit Check for on track graduation Attendance records Grades/Credit History	

Dropout Prevention Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or</p>							
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PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Credit Recovery Program	Teacher and EdOptins Program	SIG Grant	\$60,000
Subtotal: \$60,000			
Total: \$60,000			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	I.1. Maintain effective communication with parents and the community at large	I.1. Provide a minimum of one evening parent event per quarter Provide school expectations of parents responsibilities Parent involvement opportunities and parent interest/expertise inventory will be included in student packet.	I.1. Administration	I.1. Turn-out Rate Surveys	I.1. Sign-in Logs District call-out system reports		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Increase parent attendance at school events, parent volunteerism, and parent's knowledge of their student's progress toward graduation.							
		1.2. Parent accessibility to information related to student performance	1.2. Extend parent conference hours Extend availability for parents to access student data (i.e. computer access at various school events) FACTS.org	1.2. Administration	1.2. Turn-out Rate	1.2. Data system usage reports Surveys Guidance conference notes	
		1.3. Language/Literacy Issues	1.3. District call out system, postings on website, written and verbal translations and translators (Spanish, Creole, and sign language)	1.3. Administration	1.3. Surveys	1.3. Data system usage reports Website visit counts	

Parent Involvement Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: 30% of the students enrolled in Agricultural Biotechnology II will receive a passing score on the 2013 Biology EOC.	1.1. Students lack the skills for the appropriate use of biotechnology laboratory equipment.	1.1. Teachers attend biotechnology training. Biology lab updated to support Biotechnology program.	1.1. Brett Wheeler Rob Beatty Suzanne Stagg Mike Wilkinson Susan Barton Todd Durden	1.1. Student labs, reports, and skills testing	1.1. Administrators
	1.2. Teachers do not consistently conduct activities that require students to analyze relationships between concepts in text and experimental results to formulate conclusions.	1.2. Development of labs and demonstrations in PLC, Before/After School Science Fair Mentoring	1.2. Administrators and Coaches (walkthrough observations), Science Fair Coordinator	1.2. Analyze benchmark and mini-assessment data PLC Discussions	1.2. 2013 Biology EOC Data Increased number of participants in the science fair
	1.3. Teachers do not consistently require students to use literacy strategies to support arguments by comparing and contrasting findings, citing textual evidence, or drawing conclusions using a variety of sources.	1.3. Peer observation with coaching cycle, Participate in professional development opportunities, Lesson Study	1.3. Administrators and Coaches (walkthrough observations)	1.3. Mini-assessment data, Benchmark Test results, Lesson Plans	1.3. 2013 Biology EOC Data

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	1.4. Teachers do not consistently require students to respond in writing over short and extended time frames in response to higher order questions.	1.4. Interactive science notebook, Professional development on the use of rubrics	1.4. Administrators and Coaches (walkthrough observations)	1.4. Mini-assessment data, Benchmark Test results, PLC discussions using student work samples/models	1.4 2013 Biology EOC Data
	1.5 Biology and Agriculture teachers have no coordinated lesson plans for purposes of the STEM program.	1.5 Pre-planning to coordinate lesson plans, Biology and Biotechnology classes placed back to back on schedule allowing for co-teaching opportunities and extended length of labs.	1.5 Administrators and Instructional Coaches (walkthrough observations)	1.5 Completed lesson plans	1.5 Administrators

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Labs and Demonstrations	9-12 Science	Beatty/Barton	Science Department teachers	8/23/12, Weekly PLC	Walk-through observations; PLC discussions, Lesson plans	Administrators and Coaches
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches

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Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Kagan Strategies	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Differentiated Instruction for ESE and ESOL students	9-12/All Subjects	Dasher, Farr, Shiver	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
CPALMS training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	PLC discussions	Administrators
Monitoring Student Progress/Checks for Understanding	9-12/All Subjects	Klobuchar	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions	Administrators and Coaches
Lesson Study	9-12/All Subjects	Klobuchar	Math department teachers	Ongoing throughout year	As scheduled	Administrators and Coaches
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Coaching Cycle Implementation	9-12/All Subjects	Instructional Coaches	School-Wide	Ongoing throughout year	Follow up: PLC discussions, Coaching conferences Monitoring: Science Coach	Administrators and Coaches
Continued Promethean Training	9-12/All Subjects	Beatty	Science Department teachers	Ongoing throughout year	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Adoption of Animal Biotech Textbooks	Various student textbooks & teacher resources	School textbook budget	\$6,000
Subtotal: \$6,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Appropriate resources for lessons	Various lab materials and equipment	STEM Grant	\$12,000
Subtotal: \$12,000			
Total: \$18,000			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u> The number of CTE teachers integrating reading strategies into their instruction will increase.</p> <p><u>CTE Goal #2:</u> The number of students participating in offered CTE programs will increase.</p> <p><u>CTE Goal #3:</u> The number of students successfully passing industry certification exams will increase.</p>	<p>1.1 Teacher’s confidence level integrating reading strategies into their lessons.</p>	<p>1. Reading coach will model lessons in CTE classes. Teachers will share best practices during common planning time.</p> <p>Identify lowest quartile in reading and provide to CTE teachers.</p>	<p>1. Department chair for CTE Martha Shiver – Reading Literacy Coach Todd Durden</p>	<p>1.1. Monitor CTE lessons during class room walk-throughs and coaching cycle.</p>	<p>1.1. FCAT reading scores will improve..</p>
	<p>2.1 Student interest in available CTE programs is not currently at an acceptable level.</p>	<p>2.1 CTE teachers will have to advertise their programs to develop student interest.</p>	<p>2.1 Todd Durden</p>	<p>2.1 Teachers will post examples of student work in high traffic areas of the school.</p>	<p>2.1 Student enrollment in CTE programs will increase.</p>
	<p>3.1 Student interest in completing program certification tests.</p>	<p>3.1 Teachers will instill the importance of program certifications to their students.</p>	<p>3.1 CTE Department chair Todd Durden</p>	<p>3.1 Classroom walk-throughs and conferences with students.</p>	<p>3.1 Program enrollment data Student course request data</p>

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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Coaching Cycle Implementation	9-12/All Subjects	Instructional Coaches	School-Wide	Ongoing throughout year	Follow up: PLC discussions, Coaching conferences Monitoring: Science Coach	Administrators and Coaches

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$15,675
CELLA Budget	Total:
Mathematics Budget	Total: \$15,350
Science Budget	Total: \$6,000
Writing Budget	Total: \$17,100
Civics Budget	Total:
U.S. History Budget	Total: \$110,000
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total: \$60,000
Parent Involvement Budget	Total:
STEM Budget	Total: \$18,000
CTE Budget	Total:
Additional Goals	Total:

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Grand Total: \$242,125

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**June 2012
Rule 6A-1.099811
Revised April 29, 2011**

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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The School Advisory Council (SAC) has an important function for the success of Hardee Senior High School. Listed below are some of the functions of the SAC:

- Meet quarterly to discuss progress of the SIP
- Assist the school to create and analyze parent and student surveys
- Reach out to community to obtain more partners
- Assist/support the school in increasing the level of parental involvement
- Provide input regarding school needs, priorities, use of resources, & analysis of available school data

Describe the projected use of SAC funds.	Amount
<p>Currently our guidelines list the following as approved options for the expenditure of this money:</p> <ul style="list-style-type: none"> ● Maintenance of golf carts ● Staff Training (consultants, teacher travel & research expenses, materials for training activities, etc.) ● Assessment tools for monitoring student progress ● Student incentives for achievement ● Stipends for after hours work in curriculum mapping, preparation for delivering training, planning activities, monitoring credit recovery & after-school remediation ● Repair & replacement of radio equipment ● Video security equipment & maintenance ● Career Day supplies ● Campus landscaping & maintenance ● Books, materials & associated costs for school-wide Read Aloud activities ● Upgrade/renovation to school facility ● Technology <p>*SAC we make any adjustments to the above list as needed throughout the school year.</p>	